Evidence-Based Course Development (EBCD) Guidelines – Quick Checklist
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The following is a checklist of evidence-based guidelines to help quickly assess both on-ground and online courses as well as to help guide instructors in the development of their courses. Each of the items are divided into several main categories as shown below. The list below is a summary of the primary EBCD guidelines that have been identified to date.

* - Guideline is considered a "*Core Guideline*" based on the number of resources that highlight this guideline as being important

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
Activities, Organization, & Resources (AORs)				
1) *Activities and resources intentionally foster learner-learner interactions	☐	☐	☐	☐
2) *Activities and resources help learners to progress in higher order thinking and more complex skill development	☐	☐	☐	☐
3) *Course intentionally integrates technologies that are commonly used in society and/or one's discipline	☐	☐	☐	☐
4) As much as possible, course environment and activities match the diverse and real-world conditions in which students will need to utilize the course content/skills	☐	☐	☐	☐
5) *Learners are guided from one activity to the next in ways that consistently scaffolds their increasing competencies with the key concepts/skills identified by the objectives	☐	☐	☐	☐
6) *Mission-Centered Focus*: The class environment is one that is experienced by learners to be safe, inclusive, and caring	☐	☐	☐	☐
Assessments				
1) *The course utilizes varied assessments (e.g., formative and summative, formal and informal) to establish learners' levels of proficiencies in relation to the stated course objectives as well as to guide the course's development	☐	☐	☐	☐
2) *Feedback to learners is: a) positive, b) related to specific objectives and criteria, c) provides suggestions for how learners can continue to progress, and d) are conducted in a "timely" manner, providing learners with feedback that can be implemented in subsequent activities	☐	☐	☐	☐
3) Assessments are utilized in accordance with evidence-based recommendations and, whenever possible, their reliability and validity is established	☐	☐	☐	☐

Guideline	Much Evidence	Some Evidence	Little Evidence	N/A
4) When appropriate, self- and peer-assessments and reflections are utilized that are intended to lead to revisions and improvement	☐	☐	☐	☐
Objectives				
1) *Objectives describe observable and measurable levels of proficiency that are aligned with accreditation, institutional, and/or discipline-specific standards	☐	☐	☐	☐
Teaching & Learning Theories				
1) Instructor is able to articulate: a) specific learning theories and teaching strategies that they might utilize, and b) how these theories and strategies apply to their course	☐	☐	☐	☐
2) *Course utilizes active teaching and learning strategies. In particular, the following are highlighted in the literature: peer teaching/tutoring; elaboration and self-reflections; real-world projects and activities; metacognitive and study strategies; problem-based learning; workplace experiences; inquiry-based pedagogies; role-playing; modeling followed by learner practice; class discussions; concept mapping; game-based strategies;	☐	☐	☐	☐
3) *Instructor is able to articulate the processes/methods by which they developed their course and these are similar to one or more of the recommended instructional design methods (e.g., ADDIE, backward design, universal design for learning, learner-centered, evidence-based, etc.)	☐	☐	☐	☐
4) *Mission-Centered Focus*: Course embodies a holistic approach to teaching and learning	☐	☐	☐	☐
Learner Background Considerations				
1) *Course is adapted to learners' relevant prior knowledge, interests, skills, and capabilities; ADA needs are addressed	☐	☐	☐	☐
2) Instructor is able to describe learners' cultural background (e.g., beliefs, customs, practices, etc.) that might be relevant for the course content/skills and is able to adapt the course appropriately	☐	☐	☐	☐
3) *Mission-Centered Focus*: Course has a preferential option for ensuring the success of under-represented, marginalized, and/or lower performing students as well as preparing students to work with these and other diverse populations	☐	☐	☐	☐

Comments, Notes: